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Welsh in Higher Education Institutions, 2010/11

This Bulletin provides information about students in higher education studying through the Welsh language at Welsh Higher Education Institutions (HEIs) and also higher education staff teaching through the Welsh language at Welsh HEIs in the 2010/11 academic year. The data included here are taken from the Higher Education Statistics Agency (HESA) Student Record and the HESA staff record. Student numbers are based primarily on the HESA standard registration population, which includes student enrolments throughout the year. Students enrolled at the Open University (OU) are not included.

Summary of main findings

- In 2010/11, the number of students receiving some teaching through the medium of Welsh at Welsh HEIs shows no percentage change on the 2009/10 figure. [Table A.1]
- In 2010/11 the proportion of all students receiving some teaching through the medium of Welsh was 3.8 per cent, the same percent as in 2009/10. [Table A.1]
- The number of Welsh domiciled students receiving some teaching through the medium of Welsh at Welsh HEIs has increased by 6.4 per cent in the past year. [Table B.1]
- The proportion of Welsh domiciled students at Welsh HEIs who received some teaching through the medium of Welsh fell by 0.3 percentage points. [Table B.1]
- Excluding Welsh, the most popular subjects of study with some teaching through the medium of Welsh were education, creative arts and subjects allied to medicine. [Table A.4]
- 220 students completed an Initial Teaching Training (ITT) course which enabled them to teach through the medium of Welsh. This represents 13 per cent of all ITT completers in 2010/11. The same percentage as in 2009/10. [Table C.1]
- The number of academic staff recorded as being able to teach through the medium of Welsh continues to increase, whereas the number of staff actually teaching through the medium of Welsh has remained more-or-less stationary since 2008/09. [Chart D.1]

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Llywodraeth Cymru
Welsh Government

Policy Background

In 2009, the Welsh Government (WG) published 'For Our Future', a new higher education strategy and plan for Wales. The Higher Education Funding Council for Wales' (HEFCW) subsequently developed a corporate strategy for 2010-11 to 2012-13 set within the framework of 'For Our Future' and based on its key themes. A link to the HEFCW report is given below.

HEFCW | Corporate Strategy 2010-11 to 2012-13

For one of these themes, the Student Experience, there is a commitment from HEFCW to work towards the expectation of enabling study through the medium of Welsh to take place in a wider range of programmes and locations in Wales. Associated with this expectation is a target that the number of Welsh domiciled students at Welsh higher education institutions and further education institutions undertaking some element of their course through the medium of Welsh will increase to 5,600 in 2012/13.

This bulletin includes figures and commentary on Welsh domiciled students learning through Welsh; however, progress towards the above target cannot be measured precisely from these figures due to definitional differences¹.

In September 2011 the Welsh Government introduced the Programme for Government, which translates its manifesto into a clear plan to deliver for the people of Wales. One of the key aims set out is to enrich the lives of individuals and communities through Wales's culture and heritage, with a particular responsibility to promote the Welsh language. A link to the program for government is given below.

Welsh Government | Programme for Government 2011-2016

The progress report published in May 2012 aligns with the For Our Future indicator developed by HEFCW.

¹ See Paragraph 5.2 in the Notes Section for further detail.

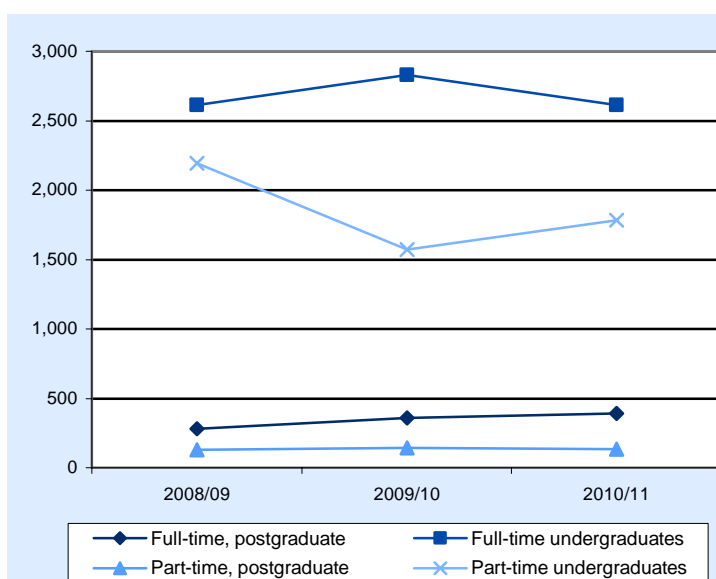
Section A – Student enrolments² at Welsh HEIs with some teaching through the medium of Welsh³

- In 2010/11 there were 4,925 students at Welsh HEIs with some teaching through the medium of Welsh, no percent change on 2009/10 (4,905).
- There was no percentage change of proportion of students at Welsh HEIs who had some teaching through the medium of Welsh compared with 2009/10 (3.8 per cent for both 2009/10 and 2010/11).

Chart A.1 looks at the trend over the past three years in students receiving teaching through Welsh, broken down by level and mode of study.

Chart A.1 Students enrolments with some teaching through Welsh by level and mode of study (a)

The number of full-time, postgraduate students with some teaching through Welsh continued to increase.



- The vast majority of students with some teaching through Welsh were undergraduates; with over half of these being full-time undergraduate students.
- There has been no percentage change in the number of full-time, undergraduate students receiving some teaching through Welsh since 2008/09.
- There was a sharp decline in part-time undergraduate numbers (28 per cent drop) between 2008/09 and 2009/10. However in the latest academic year this number has increased by 13 per cent, resulting in a decrease of 19 per cent over the period.

(a) For years 2008/09 and 2009/10, figures for the University of Wales, Newport are robust estimates, as we are unable to derive them directly from HESA data. See paragraph 5.3 in the Notes section.

Students with some teaching through Welsh by gender ⁴

- In 2010/11, most students that received some teaching through Welsh were female (72 per cent).

Proportion of learning through the medium of Welsh by mode of study⁵

Of those students that received some teaching through Welsh;

- 75 per cent of part-time students received all of their teaching through Welsh.
- 38 per cent of full-time students received less than 25 per cent of their teaching through Welsh.

Table A.1 looks at the trend in overall students numbers at each of the Welsh higher education institutions receiving teaching through the medium of Welsh over the past five years.

² This bulletin presents student enrolment figures, not student numbers (headcount) at Welsh HEIs.

³ Students studying at least one module with a non-zero proportion of teaching through the medium of Welsh. See Notes section for further details.

⁴ Figures broken down by gender for Welsh HEIs are only available for 2010/11. See paragraph 5.3 in the Notes section.

⁵ Figures broken down by proportion of learning through Welsh for Welsh HEIs are only available for 2010/11. See paragraph 5.3 in the Notes section.

Table A.1: Students with some teaching through Welsh by institution and academic year (a)

	2006/07	2007/08	2008/09	2009/10	2010/11
Students with some teaching through Welsh (number)					
Bangor University	1,360	1,205	1,325	1,415	1,445
Glyndŵr University (b)	135	155	295	130	95
Aberystwyth University	505	460	555	545	480
University of Wales, Lampeter (g)	370	575	665	130	.
Trinity College, Carmarthen (g)	900	1,075	1,420	1,810	.
University of Wales, Trinity Saint David (g)	*	.	.	.	1,975
Swansea University	185	255	255	210	250
Swansea Metropolitan (c)	10	5	10	35	65
University of Glamorgan (d)	110	140	160	165	170
Cardiff Metropolitan University (h)	225	120	120	135	145
Cardiff University	195	190	275	245	230
Royal Welsh College of Music and Drama (d) (e)	*	.	.	.	.
All Welsh HEIs excluding Newport	3,990	4,180	5,085	4,820	4,855
University of Wales, Newport (f)	..	..	130	85	170
All Welsh HEIs including Newport	..	..	5,215	4,905	4,925
Students with some teaching through Welsh (per cent)					
Bangor University	12.9	11.5	11.8	12.3	12.9
Glyndŵr University (b)	1.8	2.2	3.8	1.6	1.1
Aberystwyth University	5.0	4.7	5.5	5.1	4.3
University of Wales, Lampeter (g)	4.5	7.3	11.9	3.9	.
Trinity College, Carmarthen (g)	38.6	48.3	60.6	65.5	.
University of Wales, Trinity Saint David (g)	.	.	.	.	29.5
Swansea University	1.4	1.8	1.8	1.5	1.7
Swansea Metropolitan (c)	0.2	0.1	0.2	0.5	1.1
University of Glamorgan (d)	0.5	0.6	0.8	0.8	0.8
Cardiff Metropolitan University (h)	2.2	1.2	1.1	1.0	1.1
Cardiff University	0.7	0.7	1.0	0.9	0.8
Royal Welsh College of Music and Drama (d) (e)	0.2	.	.	.	.
All Welsh HEIs excluding Newport	3.4	3.6	4.4	4.1	4.0
University of Wales, Newport (f)	..	..	1.4	0.9	1.7
All Welsh HEIs including Newport	..	..	4.2	3.8	3.8

Source: HESA and the University of Wales, Newport

(a) A change to the standard registration population in 2007/08 has led to a discontinuity in this timeseries. We have adjusted data prior to and including 2006/07 in order to allow a full time-series comparison. Further Information is contained in the Notes.

(b) North East Wales Institute of Higher Education became Glyndŵr University in 2008.

(c) Swansea Institute of Higher Education became Swansea Metropolitan in 2008.

(d) The Royal Welsh College of Music and Drama merged with The University of Glamorgan in 2008.

(e) For 2006/07 Royal Welsh College incorrectly coded some Welsh Medium Teaching as non-Welsh.

(f) Figures for the University of Wales, Newport are not included before 2008/09 as robust estimates are not available. See paragraph 5.3 in the Notes section for further details.

(g) The University of Wales, Lampeter and Trinity College Camarthen merged in 2010 to form the University of Wales, Trinity Saint David.

(h) University of Wales Institute, Cardiff became Cardiff Metropolitan in 2011.

- The University of Wales, Trinity Saint David had both the highest number of students (1,975) and the highest proportion of its students (29.5 per cent) receiving some teaching through the medium of Welsh.
- In 2009/10 the proportion of students receiving some of their teaching through the medium of Welsh fell sharply at the University of Wales, Lampeter, though its merger with Trinity College may have affected this. See Paragraph 5.1 in the Notes section for further detail.

- The peak of 295 Welsh medium students at Glyndŵr in 2008/09 and subsequent fall can be attributed largely to a pool of students entering and completing professional Welsh modules for Social Work and Nursing courses.

Table A.2 looks at Welsh provision at Welsh institutions in 2010/11 by mode of study.

Table A.2: Students with some teaching through Welsh by institution and mode of study, 2010/11

	Students with some teaching through Welsh			All students
	Full-time	Part-time	All modes	
Bangor University	1,300	145	1,445	11,175
Glyndŵr University (a)	50	45	95	8,960
Aberystwyth University	445	40	480	11,140
University of Wales, Trinity Saint David (d)	525	1,455	1,975	6,705
Swansea University	140	110	250	14,480
Swansea Metropolitan (b)	65	*	65	5,965
University of Glamorgan	165	5	170	20,210
Cardiff Metropolitan University (c)	145	*	145	13,485
Cardiff University	165	65	230	28,840
University of Wales, Newport	15	55	65	10,040
All	3,005	1,920	4,925	131,005

	Students with some teaching through Welsh			Of all students with some teaching through Welsh
	Full-time	Part-time	All modes	Welsh
Bangor University	14.1	7.3	12.9	29.4
Glyndŵr University (a)	1.0	1.1	1.1	1.9
Aberystwyth University	5.3	1.4	4.3	9.8
University of Wales, Trinity Saint David (d)	13.2	53.3	29.5	40.2
Swansea University	1.2	4.5	1.7	5.1
Swansea Metropolitan (b)	1.5	*	1.1	1.3
University of Glamorgan	1.1	0.1	0.8	3.5
Cardiff Metropolitan University (c)	1.5	*	1.1	2.9
Cardiff University	0.8	0.9	0.8	4.7
University of Wales, Newport	0.3	1.0	0.7	1.4
All	3.3	4.9	3.8	100.0

Source: HESA

(a) The North East Wales Institute of Higher Education became Glyndŵr University in 2008.

(b) The Swansea Institute of Higher Education became Swansea Metropolitan in 2008.

(c) The University of Wales Institute Cardiff became Cardiff Metropolitan University in 2011

(d) The University of Wales, Lampeter and Trinity College Carmarthen merged in 2010 to form the University of Wales, Trinity Saint David.

- The majority of students receiving some teaching through Welsh were enrolled full-time (61 per cent).
- A slightly higher proportion of all part-time students received some teaching through Welsh (4.9 per cent) compared to all full-time students (3.3 per cent).
- More than half of all **part-time students** in Wales who received some teaching through Welsh were enrolled at University of Wales, Trinity Saint David, where they accounted for over 53 per cent of part-time students. The University of Bangor (7.3 per cent) also had more than the Wales average of 4.9 per cent of part-time students receiving teaching through Welsh.

- 43 per cent of all **full-time students** receiving some teaching through Welsh were enrolled at Bangor University, followed by the University of Wales, Trinity Saint David with 17 per cent.

Table A.3 examines figures for the latest year broken down by institution and level of study.

Table A.3: Students with some teaching through Welsh by institution and level of study, 2010/11

	Students with some teaching through Welsh				All students
	Post graduate	First Degree	Other	All	
			Undergraduate		
Number					
Bangor University	265	1,125	55	1,445	11,175
Glyndŵr University (a)	*	65	30	95	8,960
Aberystwyth University	65	395	20	480	11,140
University of Wales, Trinity Saint David (d)	25	535	1,415	1,975	6,705
Swansea University	5	145	100	250	14,480
Swansea Metropolitan (b)	65	*	*	65	5,965
University of Glamorgan	*	165	5	170	20,210
Cardiff Metropolitan University (c)	75	65	5	145	13,485
Cardiff University	5	155	70	230	28,840
University of Wales, Newport	15	15	40	65	10,040
All	525	2,660	1,740	4,925	131,005

	Students with some teaching through Welsh				Of all students with some teaching through Welsh
	Post graduate	First Degree	Other	All	
			Undergraduate		
Per cent					
Bangor University	9.6	14.9	6.5	12.9	29.4
Glyndŵr University (a)	0.0	1.7	0.8	1.1	1.9
Aberystwyth University	3.7	5.2	1.0	4.3	9.8
University of Wales, Trinity Saint David (d)	1.7	17.3	67.5	29.5	40.2
Swansea University	0.2	1.4	6.1	1.7	5.1
Swansea Metropolitan (b)	5.0	-	-	1.1	1.3
University of Glamorgan	0.0	1.5	0.1	0.8	3.5
Cardiff Metropolitan University (c)	1.5	0.9	0.2	1.1	2.9
Cardiff University	0.1	0.9	1.6	0.8	4.7
University of Wales, Newport	0.6	0.3	1.0	0.7	1.4
All	1.7	3.6	6.7	3.8	100.0

Source: HESA

(a) The North East Wales Institute of Higher Education became Glyndŵr University in 2008.

(b) The Swansea Institute of Higher Education became Swansea Metropolitan in 2008.

(c) The University of Wales Institute Cardiff became Cardiff Metropolitan University in 2011.

(d) The University of Wales, Lampeter and Trinity College Camarthen merged in 2010 to form the University of Wales, Trinity Saint David.

- First degree students accounted for more than half of all students with some teaching through Welsh, (54 per cent).
- The highest proportion of students with some teaching through Welsh by level of study was amongst other undergraduates (6.7 per cent), and the lowest amongst postgraduates (1.7 per cent).
- 68 per cent of other undergraduates at the University of Wales, Trinity Saint David received some teaching through Welsh, accounting for 81 per cent of other undergraduates studying through the Welsh language in Wales.

Table A.4 analyses teaching through Welsh by subject, using full-time equivalent (FTE) for each subject as a measure⁶.

Table A.4: Students with some teaching through Welsh by module subject and mode, 2010/11

Full-time equivalents	With some teaching through Welsh			All
	Full-time	Part-time	All	
Medicine & dentistry	0	0	0	3,357
Subjects allied to medicine	142	0	142	9,410
Biological sciences	27	0	27	9,959
Veterinary, Agriculture & related subjects	11	1	12	1,024
Physical sciences	19	1	20	4,745
Mathematics & computer sciences	9	0	9	6,245
Engineering & technology	6	0	6	7,440
Architecture, building & planning	7	1	8	2,173
Social studies	77	7	84	6,565
Law	13	0	13	4,543
Business & administrative studies	4	0	5	15,649
Mass communications and documentation	29	1	30	2,309
Languages	312	78	390	6,785
<i>Of Which: Welsh</i>	245	72	318	364
<i>Welsh Literature</i>	38	0	38	40
<i>Celtic studies/Modern Celtic studies/Irish Gaelic</i>	13	3	16	31
<i>European languages</i>	5	0	6	1,734
Historical and philosophical studies	58	6	64	4,357
Creative arts & design	155	2	157	8,558
<i>Of which: Drama</i>	97	0	97	1,344
<i>Music</i>	29	0	29	1,131
<i>Cinematics and photography</i>	20	0	20	1,587
Education	563	283	846	8,310
<i>Of which: Training teachers</i>	301	21	323	2,870
<i>Academic studies in education</i>	251	170	421	3,463
All	1,433	381	1,813	101,428
Per cent				
Medicine & dentistry	-	-	-	
Subjects allied to medicine	1.9	-	1.5	
Biological sciences	0.3	0.1	0.3	
Veterinary, Agriculture & related subjects	1.2	0.7	1.2	
Physical sciences	0.4	0.4	0.4	
Mathematics & computer sciences	0.2	-	0.1	
Engineering & technology	0.1	-	0.1	
Architecture, building & planning	0.4	0.2	0.4	
Social studies	1.3	1.1	1.3	
Law	0.3	0.1	0.3	
Business & administrative studies	-	-	-	
Mass communications and documentation	1.4	0.7	1.3	
Languages	5.4	7.8	5.7	
<i>Of which: Welsh</i>	93.9	70.8	87.4	
<i>Welsh Literature</i>	97.4	-	94.4	
<i>Celtic studies/Modern Celtic studies/Irish Gaelic</i>	49.3	68.0	51.6	
<i>European languages</i>	0.4	-	0.3	
Historical and philosophical studies	1.5	1.1	1.5	
Creative arts & design	1.9	0.3	1.8	
<i>Of which: Drama</i>	7.3	0.9	7.2	
<i>Music</i>	2.7	0.7	2.6	
<i>Cinematics and photography</i>	1.3	-	1.3	
Education	10.1	10.3	10.2	
<i>Of which: Training teachers</i>	14.2	2.8	11.2	
<i>Academic studies in education</i>	12.0	12.3	12.2	
All	1.7	2.5	1.8	

Source:HESA

⁶ See Paragraph 2.4 in Notes section for explanation of FTE.

Table A.4 shows that excluding Languages, the subjects with the highest amount of activity delivered through Welsh were Education (846 full time equivalents), Creative Arts and Design (157 FTEs) and Subjects allied to medicine (142 FTEs), and those with the highest proportion were Education (10.2 per cent) and Creative Arts and Design (1.8 per cent).

The remainder of this section looks more closely at the institutions with the highest amounts and subjects with the highest proportion of Welsh Medium provision.

Analysing these figures by mode and level, 67 per cent of the 1,813 FTEs⁷ taught through Welsh were full-time first degrees. The next highest figure was amongst part-time, other undergraduates and full-time postgraduate (16 and 13 per cent of all FTEs respectively). Focusing on those subjects with the highest proportion of Welsh medium provision, 43 per cent of Education FTEs taught through Welsh were full-time first degrees, 30 per cent were part-time other undergraduate courses and 25 per cent were full-time postgraduate courses. The vast majority of Creative Arts and Design FTEs were full-time first degrees (98 per cent).

Of the FTEs being taught through Welsh, the greatest number was at Bangor University (670 FTEs) followed by the University of Wales, Trinity Saint David (540 FTEs), and Aberystwyth (214 FTEs) [Table 5]. The following analysis concentrates on these three institutions.

At the University of Bangor, the highest amount of study undertaken that involved some teaching through Welsh was in Education (41 per cent of FTEs) followed Subjects Allied to Medicine (21 per cent) and Social studies (10 per cent). For all three of these subjects, the majority of learning through Welsh was undertaken by full-time study (97 per cent for Education, 100 per cent for Subjects Allied to Medicine and 90 per cent for Social studies). Education full time FTE's at Bangor University represented 45 per cent of all full-time Education FTEs.

Education was also the subject area that had the highest amount of teaching through Welsh at the University of Wales, Trinity Saint David (80 per cent of FTEs), followed by Creative Arts and Design (10 per cent). 54 per cent of all Education FTE's were part-time learners, these accounted for 87 per cent of all part-time Education FTE's.

At Aberystwyth University, Education accounted for 16 per cent of teaching through Welsh, the highest proportion outside of Languages (which accounted for 39 per cent). 89 per cent of Education FTEs receiving teaching through Welsh were full-time postgraduates. This represented 14 per cent of all full-time postgraduate Education FTEs.

⁷ See Paragraph 2.4 in Notes section for a definition of full-time equivalents (FTEs).

Table A4 identified that 1,813 FTEs received at least some teaching through Welsh, and Table A.5 looks at the number of these FTEs who received less than 25 per cent of their teaching through Welsh and the number receiving 100 per cent of their teaching through Welsh. The analysis is broken down by mode and institution.

Table A.5: Intensity of Welsh medium provision for full time equivalent students who were taught partly and completely through Welsh, by institution, intensity and mode of study, 2010/11

	Less than 25%			100%			All taught through Welsh		
	Full-time and sandwich	Part-time and other	All	Full-time and sandwich	Part-time and other	All	Full-time and sandwich	Part-time and other	All
The University of Wales, Newport	.	0	0	.	3	3	7	11	19
Glyndwr University	4	1	4	.	6	6	4	10	14
Cardiff Metropolitan University (a)	5	.	5	.	.	.	65	-	65
University of Glamorgan	11	0	11	24	1	25	58	1	59
Swansea Metropolitan University	2	.	2	29	.	29	43	-	43
University of Wales Trinity Saint David (b)	26	1	28	217	234	451	269	272	540
Aberystwyth University	25	0	25	77	9	86	204	10	214
Bangor University	53	4	57	332	14	346	647	24	670
Cardiff University	2	.	2	47	14	61	96	14	110
Swansea University	6	0	7	42	3	45	75	3	79
All	134	7	141	768	284	1,052	1,468	345	1,813

Source: HESA

(a) The University of Wales Institute Cardiff became Cardiff Metropolitan University in 2011.

(b) The University of Wales, Lampeter and Trinity College Carmarthen merged in 2010 to form the University of Wales, Trinity Saint David.

- Of the 141 FTEs receiving **less than 25 per cent of their teaching through Welsh**, 95 per cent were full-time and 40 per cent were at Bangor University.
- More than half of the 1,813 FTEs receiving some teaching through Welsh received **all of their teaching through Welsh**. The highest numbers were at University of Wales, Trinity Saint David (451 FTEs), Bangor (346 FTEs) and Aberystwyth (86 FTEs).
- Of the 1,052 FTEs receiving all of their teaching through Welsh, 73 per cent were full-time. 43 per cent of full-time FTE students were enrolled at Bangor University, while 82 per cent of part-time FTEs were at University of Wales, Trinity Saint David.
- At the largest Welsh medium provider, Bangor University, 346 FTE students out of 670 received all of their teaching through Welsh (52 per cent). This proportion is considerably smaller compared with the University of Wales, Trinity Saint David (83 per cent). At the University of Wales, Trinity Saint David⁸, FTE's with less than 25 percent of their learning through the medium of Welsh has fallen by 39 per cent over the last year, and those FTE's with 100 per cent of their learning through the medium of Welsh have increased by 57 per cent. This increase may be due to an introduction of a Welsh module on an English course called ModAUR course. For this course, an extra 774 modules were taught completely in Welsh in 2010/11. However the overall increase (all taught through Welsh) is 2 per cent on last year, compared with the average increase of 3 per cent in Wales.

⁸ Previous figures for the University of Wales, Trinity Saint David are the sum of Trinity College Carmarthen and University of Wales, Lampeter. See section 5.1 in the Notes section for further detail.

Section B - Welsh domiciled students at Welsh HEIs with some teaching through the medium of Welsh

Tables B1 and B2 analyse teaching through the medium of Welsh to students domiciled in Wales. These represent over 95 per cent of all students receiving some teaching through Welsh.

Table B.1: Welsh domiciled students at Welsh HEIs taught through the medium of Welsh by gender (a)(b)

	2006/07	2007/08	2008/09	2009/10	2010/11
Welsh domiciled students with some teaching through Welsh (number)					
Male	860	950	1,190	1,130	1,305
Female	2,810	2,850	3,300	3,295	3,405
All	3,670	3,800	4,490	4,425	4,710
All Welsh domiciled students (number)					
Male	24,775	24,135	24,210	24,665	27,260
Female	39,950	38,560	37,860	37,140	40,960
All	64,725	62,730	62,070	61,805	68,220
Of those with some teaching through Welsh (percentage [%])					
Male	23.5	25.1	26.5	25.5	27.7
Female	76.5	74.9	73.5	74.5	72.3
All	100.0	100.0	100.0	100.0	100.0
Students with some teaching through Welsh (percentage [%])					
Male	3.5	3.9	4.9	4.6	4.8
Female	7.0	7.4	8.7	8.9	8.3
All	5.7	6.1	7.2	7.2	6.9

Source: HESA

(a) Welsh domiciled students are those whose normal residence was Wales prior to entry into HE.

(b) For this years bulletin data for 2006/07 was re-calculated to allow for a full time-series comparison in response to the 2007/08 standard registration population changes. Further information is contained in the notes.

- There were 4,710 Welsh domiciled students (at institutions in Wales) with some teaching through the medium of Welsh, an increase of 6.4 per cent compared with 2009/10 (4,425).
- The proportion of Welsh domiciled students at Welsh HEIs who received some teaching through the medium of Welsh fell slightly from the previous two years to 6.9 per cent.

Table B.2: First year Welsh domiciled students at Welsh HEIs taught through the medium of Welsh by gender (a)(b)

	2006/07	2007/08	2008/09	2009/10	2010/11
Welsh domiciled teaching with some teaching through Welsh (number)					
Male	460	565	715	640	785
Female	1,445	1,440	1,825	1,800	1,895
All	1,905	2,005	2,540	2,440	2,680
All Welsh domiciled students (number)					
Male	12,560	12,600	12,400	12,305	13,080
Female	20,225	20,310	19,965	18,875	20,230
All	32,790	32,945	32,365	31,185	33,315
Of those with some teaching through Welsh (percentage [%])					
Male	24.1	28.2	28.1	26.2	29.3
Female	75.9	71.8	71.9	73.8	70.7
All	100.0	100.0	100.0	100.0	100.0
Students with some teaching through Welsh (percentage [%])					
Male	3.7	4.5	5.8	5.2	6.0
Female	7.2	7.1	9.1	9.5	9.4
All	5.8	6.1	7.8	7.8	8.0

Source: HESA

(a) Welsh domiciled students are those whose normal residence was Wales prior to entry into HE.

(b) For this years bulletin data for 2006/07 was re-calculated to allow for a full time-series comparison in response to the 2007/08 standard registration population changes. Further information is contained in the notes.

- The percentage of first year Welsh domiciled students at Welsh HEIs receiving some teaching through the medium of Welsh increased slightly compared with 2009/10 to 8.0 per cent.

210 students with some teaching through the medium of Welsh were not Welsh domiciled (this figure excludes those of Welsh domicile and those unknown UK domicile from all domiciled student at Welsh HEIs), a 66 per cent decrease on the previous year (320 students in 2009/10). Of these 150 were English domiciled.

The intensity of Welsh medium teaching that non-Welsh domiciled students were exposed to was fairly low; 66 per cent of English domiciled students received less than 25 per cent of their teaching through Welsh, whereas only 24 per cent of Welsh domiciled students received less than 25 per cent of their teaching through Welsh).

Section C - Initial Teacher Training

Table C.1 displays the number of students completing ITT courses in Wales that enable them to teach in both Welsh and English.

- 220 students completed an Initial Teaching Training (ITT) course which enables them to teach through the medium of Welsh. This represents 13 per cent of all ITT completers in 2010/11. The same percentage as in 2009/10.
- 72 per cent of these students gained a Postgraduate Certificate of Education, while 28 per cent gained a First Degree.

Table C.1: Students completing ITT courses in Wales leading to bilingual teaching (d)

	2006/07(a)	2007/08	2008/09	2009/10	2010/11
By Phase:					
Nursery and primary					
Leads to bilingual teaching (b)	220	105	110	135	115
Does not lead to bilingual teaching	665	885	850	740	710
Total	885	990	960	875	825
Secondary					
Leads to bilingual teaching (b)	110	85	115	95	105
Does not lead to bilingual teaching	850	860	825	880	795
Total	960	945	940	975	895
By qualification level:					
PGCE (c)					
Leads to bilingual teaching (b)	240	140	155	155	160
Does not lead to bilingual teaching	1,110	1,145	1,130	1,170	1,075
Total	1,350	1,285	1,285	1,325	1,235
First degree with QTS award					
Leads to bilingual teaching (b)	95	50	70	75	60
Does not lead to bilingual teaching	435	600	545	450	430
Total	530	650	615	525	490
All					
Leads to bilingual teaching (b)	330	190	225	230	220
Does not lead to bilingual teaching	1,550	1,745	1,675	1,620	1,505
Total	1,880	1,935	1,900	1,850	1,725

Source: HESA

(a) In 2006/07 on institution incorrectly coded students with Welsh as their main specialism as 'enables to teach bilingually or leads to a formal certificate of bilingual education.

(b) Enables to teach bilingually or leads to a formal certificate of bilingual education

(c) PGCE includes Postgraduate Certificate in Education and Professional Graduate Certificate in Education.

(d) The complete table was revised in 2011 to show the number of students who were awarded QTS. In previous year, this table showed the number of students completing ITT courses that were leading to QTS, which on further analysis has been found to be less accurate than the revised method.

Section D – Academic staff able to teach or actually teaching through the medium of Welsh

Chart D.1 shows staff teaching and able to teach through the medium of Welsh.

Chart D.1: Staff teaching or able to teach through the medium of Welsh

- In 2010/11 there were 465 academic staff *teaching* through the medium of Welsh compared with 460 in 2009/10. This figure has been increasing year on year since 2006/07.
- There were 725 academic staff *able* to teach through the medium of Welsh compared to 705 in 2009/10. Numbers have continued to increase year-on-year since the beginning of the time series, resulting in a 22 per cent increase between 2006/07 and 2010/11.
- Around 64 per cent of staff who were able to, were providing some teaching through the medium of Welsh.

The gap between the number of those able to teach through Welsh and the number of those actually teaching continues to grow.

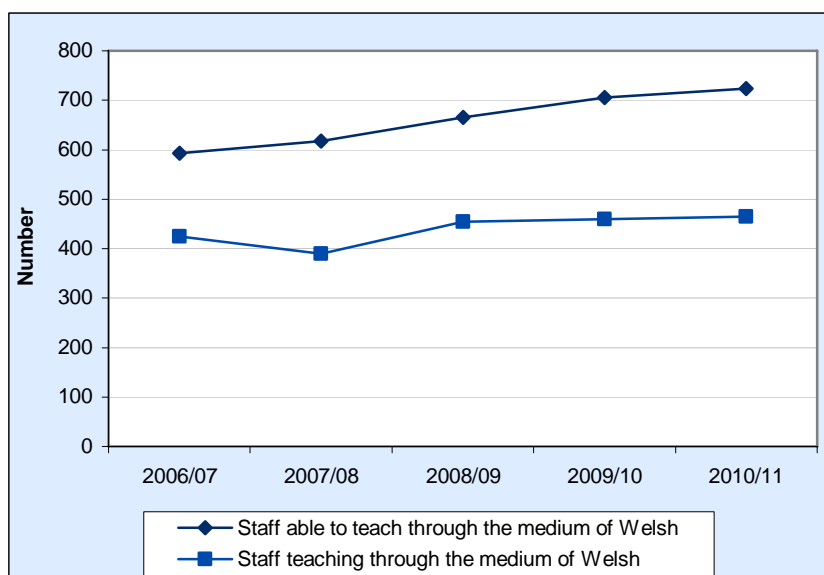


Table D.1 provides a breakdown and time series of academic staff at Welsh HEIs over the past five years.

Table D.1: Academic staff number at Welsh HEIs(a)

	2006/07	2007/08	2008/09	2009/10	2010/11
Persons	8,430	8,945	9,105	8,990	8,775
Full Person Equivalent (FPE)	8,320	8,840	8,995	8,860	8,650
Full Time Equivalent (FTE)	6,250	6,615	6,700	6,550	6,545
Staff able to teach Welsh	595	620	665	705	725
Staff teaching through Welsh	425	390	455	460	465
FTE of staff teaching through Welsh	315	280	310	300	315

Source: HESA

(a) See notes for definitions of FPE and FTE.

- The number of academic staff at Welsh HEIs has been decreasing since 2008/09, however the number of staff able to teach through the medium of Welsh and the number teaching through the medium of Welsh has been increasing.

Table D.2 breaks down the staff data from Table D.1 by institution.

Table D.2: Academic staff teaching or able to teach through the medium of Welsh by institution

	2006/07	2007/08	2008/09	2009/10	2010/11
Teaching through the medium of Welsh					
Bangor University	95	85	115	100	135
Glyndŵr University (a)	10	5	10	20	10
Aberystwyth University	70	85	115	120	120
University of Wales, Lampeter (d)	10	5	5	5	-
Trinity College, Carmarthen (d)	50	45	40	55	-
University of Wales, Trinity Saint David (d)	-	-	-	-	50
Swansea University	60	35	35	40	45
Swansea Metropolitan (b)	*	*	*	*	*
University of Glamorgan (c)	10	35	30	35	20
Cardiff Metropolitan University (e)	10	5	10	15	10
Cardiff University	75	80	90	70	70
Royal Welsh College of Music and Drama (c)	25	*	*	*	*
University of Wales, Registry	*	*	*	*	*
University of Wales, Newport	10	5	5	5	5
All	425	390	455	460	465
Able to teach through the medium of Welsh					
Bangor University	130	145	170	170	205
Glyndŵr University (a)	20	20	25	45	30
Aberystwyth University	85	110	145	145	145
University of Wales, Lampeter (d)	10	10	10	5	-
Trinity College, Carmarthen (d)	50	45	45	60	-
University of Wales, Trinity Saint David (d)	-	-	-	-	60
Swansea University	60	80	85	90	90
Swansea Metropolitan (b)	10	10	5	5	5
University of Glamorgan (c)	80	60	50	55	45
Cardiff Metropolitan University (e)	20	20	20	25	25
Cardiff University	90	100	105	95	105
Royal Welsh College of Music and Drama (c)	25	-	-	-	-
University of Wales, Registry	*	*	*	*	*
University of Wales, Newport	10	15	5	10	5
All	595	620	665	705	725
All academic staff					
Bangor University	675	745	745	735	855
Glyndŵr University (a)	290	285	330	355	360
Aberystwyth University	785	885	1,025	945	905
University of Wales, Lampeter (d)	145	160	140	130	.
Trinity College, Carmarthen (d)	120	120	110	125	.
University of Wales, Trinity Saint David (d)	.	.	.	.	225
Swansea University	735	1,075	1,100	1,050	1,100
Swansea Metropolitan (b)	320	325	310	315	345
University of Glamorgan (c)	1,185	1,480	1,460	1,565	1,195
Cardiff Metropolitan University (e)	565	575	590	575	625
Cardiff University	2,835	2,865	2,820	2,700	2,690
Royal Welsh College of Music and Drama (c)	330	.	.	.	.
University of Wales, Registry	20	20	20	30	40
University of Wales, Newport	415	410	455	465	435
All	8,430	8,945	9,105	8,990	8,775

Source: HESA

(a) The North East Wales Institute of Higher Education became Glyndŵr University in 2008.

(b) Swansea Institute of Higher Education became Swansea Metropolitan University in 2008.

(c) The Royal Welsh College of Music and Drama merged with Glamorgan University in 2007/08.

(d) The University of Wales, Lampeter and Trinity College Camarthen merged in 2010 to form the University of Wales, Trinity Saint David.

(e) University of Wales Institute, Cardiff became Cardiff Metropolitan in 2011.

- In 2010/11, Bangor University continued to have the highest number of academic staff able to teach through the medium of Welsh and also the highest number of academic staff actually teaching through the medium of Welsh.

Table D.3 looks at academic staff teaching through the medium of Welsh with subjects grouped into cost centres.

Table D.3: Academic full person equivalent (FPE) staff numbers teaching through the medium of Welsh by grouped cost centre, 2010/11

	Teaching Welsh	Not teaching through Welsh	Information not yet sought	All	Per cent by cost centre
Medicine,dentistry and health	30	2,025	20	2,075	1.4
Biological,mathematical and physical	20	945	15	980	2.0
Agriculture,forestry and vetenary science	10	85	*	95	10.1
Engineering and technologly	10	995	5	1,010	0.9
Architecture and planning	5	170	*	175	1.7
Administrative,business and social	45	1,525	25	1,595	2.9
Humanities and Language based studies and archeology	110	800	15	930	11.9
Design, creative and performing arts	40	530	20	595	6.9
Education	180	810	40	1,030	17.2
Academic services	*	20	*	20	-
Administrative and central services	5	140	*	150	4.0
All	450	8,055	140	8,650	5.2

Source: HESA

- There were 180 full-person equivalents in the education cost centres and 110 full-person equivalents in humanities, language based studies and archaeology cost centres teaching through Welsh out of a total 450 full-person equivalents.
- Engineering and technology had the lowest proportion of FPE's of all the cost centres, (0.9 per cent).

Notes

1. Data Source

The Higher Education Statistics Agency (HESA) collects data on students, staff and resources of Higher Education Institutions (HEIs) in the UK. The data presented in this bulletin are taken from HESA's Student Record which contains information on all students enrolled on credit bearing courses at UK HEIs and HESA's Individualised Staff Record which contains information on all staff employed by UK HEIs. Further information about HESA and their data collections can be found on their website www.hesa.ac.uk

2. Definitions

2.1 Coverage

The Student Record contains information about individual enrolments, which, because a student can be enrolled on more than one programme of study, will exceed the number of students. Previous analysis has shown that for Welsh HEIs, full-time enrolments are less than 1 per cent higher than full-time student numbers; part-time enrolments are less than 2 per cent higher than part-time student numbers. Postdoctoral students are not included in the HESA Student Record.

As of 2007/08 the standard registration population does not include students who are writing-up or students who are on sabbatical. In all tables where numbers are affected by this change, data prior to and including 2006/07 has been re-calculated to allow for comparison.

All student counts in this bulletin are based on the **HESA standard registration population**, which is a count of all enrolments within the reporting year 1 August to 31 July. Students who leave within 2 weeks of their start date, or anniversary of their start date, and are on a course of more than two weeks duration, are not included in the standard registration population. Dormant students, writing-up, sabbatical, incoming visiting and exchange students from overseas and students studying for the whole of their programme of study outside of the UK are also excluded from this population.

2.2 Level of Study

Postgraduate programmes of study are those leading to higher degrees, diplomas and certificates (including Postgraduate Certificate of Education (PGCE) and professional qualifications) and usually require that entrants are already qualified to degree level (i.e. already qualified at level 6 of the National Qualifications Framework).

First degree includes first degrees with or without eligibility to register to practice with a Health or Social Care or Veterinary statutory regulatory body, first degrees with qualified teacher status (QTS)/registration with the General Teaching Council (GTC), enhanced first degrees, first degrees obtained concurrently with a diploma and intercalated first degrees.

Other undergraduate includes qualification aims below degree level such as Foundation Degrees, diplomas in HE with eligibility to register to practice with a Health or Social Care regulatory body, Higher National Diploma (HND), Higher National Certificate (HNC), Diploma of Higher Education (DipHE), Certificate of Higher Education (CertHE), foundation courses at HE level, NVQ/SVQ levels 4 and 5, post-degree diplomas and certificates at undergraduate level, professional qualifications at undergraduate level, other undergraduate diplomas and certificates including post registration health and social care courses, other formal HE qualifications of less than degree standard, institutional undergraduate credit and no formal undergraduate qualifications.

2.3 Mode of Study

Full-time students are those normally required to attend an institution for periods amounting to at least 24 weeks within the year of programme of study, on thick or thin sandwich courses, and those on a study-related year out of their institution. During that time students are normally expected to undertake periods of study, tuition or work experience which amount to an average of at least 21 hours per week.

Part-time students are those recorded as studying part-time, or studying full-time on courses lasting less than 24 weeks, on block release, or studying during the evenings only.

Other modes of study Students who are writing-up or are on sabbatical are no longer counted in the standard registration population, but students on FE continuous delivery are.

From 2007/08, students who are 'writing-up' or on 'sabbatical' are not included in the standard registration population. Data prior to and including 2006/07 have been re-calculated to reflect this change. Previous versions of this bulletin may not present the same figures.

2.4 Full-time equivalent

Student **full-time equivalent (FTE)** data represents the institution's assessment of the full-time equivalence of the student during the reporting year 1 August 2010 to 31 July 2011.

We use FTE as a unit of measure so that we can compare the amount of study undertaken in each subject, where study may be either full-time or part-time and include just a single subject or dual/multiple subjects. The unit is obtained for each subject by comparing the number of hours of study over a year to the number of hours of study that would be undertaken by a full-time, single subject student. The latter would be counted as 1.0 FTE, whereas a student who studies for 50% of the full-time hours on that same single subject would be counted as 0.5 FTE. Likewise a full-time student who splits his/her time equally between two subjects would be counted as 0.5 FTE in each subject. Table A.4 shows, in FTE terms, the amount of study undertaken where there is some teaching through Welsh.

2.5 Module of study information

For each module the full-time equivalent of the module as a whole is recorded along with the proportion of the module taught through the medium of Welsh. Each module is classified by up to four subjects using the Joint Academic Coding System (JACS). The proportion of the module allocated to each subject is also recorded.

2.6 Welsh domicile

Students classified as Welsh domiciled are those whose home postcode on entry to a higher education institution was in Wales.

2.7 Qualified Teacher Status (QTS)

Table C.1 provides information about students completing courses of Initial Teacher Training (ITT) and being awarded Qualified Teacher Status (QTS).

To teach as a qualified teacher in a maintained school or non-maintained special school in Wales or England, students need to obtain QTS. Students can do this at higher education institutions by either undertaking a first degree course which combines a degree – usually a BEd, BA or BSc – with QTS or by completing a postgraduate course which leads to QTS. PGCE courses are usually postgraduate courses; however, some non postgraduate courses such as the Professional Graduate Certificate in Education (which is pitched at an undergraduate level) are classified as PGCE. Other levels such as Postgraduate Diploma in Education may also be offered.

Professional Graduate Certificate in Education courses are offered by English providers as a level 6 qualification which is classed as 'other undergraduate', but requires a first degree on entry. In Wales only the Open University offers this qualification with the 'leading to QTS' option, although other Welsh HEIs may award this qualification if a student studying for a Postgraduate Certificate in Education is deemed not to have achieved sufficient credits at Masters level.

3. Staff

The following notes refer to data for 2003/04 onwards from the New Individualised Staff Record that replaced the old HESA Staff Record, details of which can be obtained if required.

3.1 Coverage

The staff record provides data in respect of the characteristics of members of academic and non-academic staff employed under a contract of employment by a HEI in the UK. Academic staff are defined as academic professionals who are responsible for planning, directing and undertaking academic teaching and research within HE institutions.

The record is collected in two sections; the person table and the contract table. The person table contains one record for every person employed by an institution during the reporting period and contains attributes of the individual such as birth date, gender and ethnicity. Each person's employment with an institution will be governed by a legally-binding contract. A record will exist for each contract a person has with the institution.

All tables in this bulletin are based on the HESA academic staff contract population, which includes those contracts that were active on 1 December within the reporting period.

3.2 Full-time equivalent

Full-time equivalent (FTE) is that recorded in the contract and measures the equivalence to full-time over the course of the reporting period 1 August to 31 July.

3.3 Full-person equivalent

Individuals can hold more than one contract with an institution and each contract may involve more than one different activity. Staff counts have been divided amongst their activities in proportion to the declared FTE for each activity. This results in counts of full person equivalents (FPE). Staff FPE counts are calculated on the basis of contract activities that were active on 1 December of the reporting period.

3.4 Staff able to teach through the medium of Welsh

The person table includes details of the ability of staff to teach through the medium of Welsh.

3.5 Staff teaching through the medium of Welsh

The contract table includes details of staff teaching through the medium of Welsh. The number of staff teaching through the medium of Welsh is a count of academic staff with at least one academic contract involving some teaching through the medium of Welsh. In some cases staff with contracts with teaching through the medium of Welsh are recorded as being not able to teach through the medium of Welsh on the person table.

4. Rounding Strategy

The presentation of figures in this Statistical Bulletin follows the principals of the HESA rounding strategy. The strategy is intended to prevent the disclosure of personal information about any individual. This strategy involves rounding all numbers to the nearest 5. A summary of this strategy is as follows:

- 0, 1, 2 are rounded to 0 and represented as '*'.
- All other numbers are rounded to the nearest 5.

Total figures are also subject to this rounding methodology; the consequence of which is that the sum of numbers in each row or column may not match the total shown precisely.

Average values, percentages and FTE values have been calculated using precise raw numbers and are not affected by the rounding strategy.

Percentages based on a population of 52 or less have been suppressed and represented by "-".

5. Key Quality Information

5.1 Welsh medium provision at the University of Wales, Trinity Saint David

On the 18 November 2010 the University of Wales, Trinity Saint David was officially created after the merger of the University of Wales, Lampeter and Trinity College, Carmarthen. The merger itself and the necessary restructuring of the two institutions prior to merger have fed through in to HESA data for each institution. HESA have begun to provide data for the new institution for the 2010/11 academic year. Because it is difficult to assess how much changes in student figures are down to preparations for the merger, data relating to these institutions should be treated with caution, and their influence on total figures should be kept in mind when reading this bulletin.

As reported in our publication SB 12/2011, 'Students in Higher Education Institutions, 2009/10', there was a reduction of over 3,000 part-time students at the University of Wales, Lampeter due to programmes being withdrawn or not actively recruited for, most of these being 'other undergraduate' i.e. non-first degree courses. Therefore the decrease between 2008/09 and 2009/10 of 535 students taught through the medium of Welsh at Lampeter needs to be looked at in the context of an overall decrease at Lampeter of 2,245 students.

5.2 Relevance

In 2011 changes were made to the content of the bulletin following feedback from the Welsh Language Board. The bulletin was also included in a recent consultation on education statistics, which did not prompt major requests for changes.

HESA is the official agency for the collection, analysis and dissemination of quantitative information about higher education. It was set up by agreement between the relevant government departments, the higher education funding councils and the universities and colleges. The primary purpose of the Student data collection is to provide each of the bodies listed above with accurate and comprehensive statistical information regarding student enrolments.

The statistics are used both within and outside the Welsh Government to monitor educational trends and as a baseline for further analysis of the underlying data. Some of the key users are:

- Ministers and the Members Research Service in the National Assembly for Wales;
- Officials in the Welsh Government;
- Other government departments;
- The Higher Education Funding Council for Wales;
- The Welsh Language Board
- Higher Education Institutions and representative bodies;
- Students, researchers, and academics;
- Individual citizens, private companies, and the media;

These statistics are used in a variety of ways. Some examples of these are:

- the Welsh Language Board includes data from this bulletin in their Vitality of Welsh Statistical Balance Sheet;
- informing the education policy decision-making process in Wales and to inform existing strategies, for example the Welsh-medium Education Strategy;
- providing indicative information regarding progress towards the Welsh medium 'For Our Future' target (but see paragraph below)

However, note that HEFCW has been given the responsibility of delivering the Welsh Government's 'For Our Future' (FoF) strategy and their 2012/13 corporate strategy represents their action plan to deliver it, including a set of outcome targets to measure the completeness of this delivery. The target relating to Welsh medium provision was set by HEFCW to include delivery **at further education institutions (FEIs)**, and uses a measure of HE provision calculated slightly differently to the way it has historically

been produced in this bulletin through the way those of unknown domicile are handled. To ensure consistency across the time series presented within this bulletin, the method for calculating HE provision through the medium of Welsh remains unchanged, so it is *not* possible to measure precisely from this progress against the FoF target.

5.3 Accuracy

Estimates used for the University of Wales, Newport

Last years bulletin was revised as it came to light that the method of recording the number of students receiving some teaching through Welsh used at one institution was not appropriate for the published statistics.

The HESA field named 'LANGPCNT' is used to indicate the percentage of a module that is taught through the medium of Welsh. In the past it has been required for institutions to either submit course averages or the actual values per enrolment to HESA. For the statistics used in this bulletin the course average values are not appropriate. This over-estimates the number of students being taught through Welsh since more students will have non-zero values.

In 2011 it came to light that, in recent years, the University of Wales, Newport submitted course averages which meet the HESA requirements but do not contain the level of detail required for these statistics. Thus the institution agreed to provide estimates for the numbers of unique students receiving teaching through Welsh, leading to revisions to this bulletin in October 2011.

The institution is not able to provide exact student numbers for all years, only robust estimates for 2008/09 and 2009/10, which have been used where possible in this bulletin. These estimates were not broken down by gender, subject, or intensity of Welsh provision.

For the 2010/11 HESA data the University of Wales, Newport have reported figures as percentages per enrolment on a module (rather than an as an average value across modules), enabling us to use their HESA data (rather than institution estimates) for this academic year.

Identifying Qualified Teacher Status

Analysis of data in 2011 found that for ITT students, some institutions were not always including the award of QTS when recording a student's qualification even though it had been achieved. This led to an undercounting of students included in Table C.1. It was therefore decided to use an alternative field that is purely a marker to identify whether QTS has been awarded to a student or not, and to revise figures in Table C.1 accordingly for the 2009/10 data. This recording method has been used in this bulletin and for figures for all previous years to allow proper comparisons across years to be made.

General information on Accuracy

The Student Record contains information about individual enrolments, which, because a student can be enrolled on more than one programme of study, will exceed the number of students (see further details in Paragraph 2.1).

The Student record is an annual census of students. The steps taken by HESA to ensure data quality were outlined in Paragraph 1 'Data Source' earlier in this section. In addition, HESA provide draft student enrolment tables and lists of anomalies to all statutory customers, including WG, to review before tables are signed off as accurate.

The following table shows the overall percentage of records for which details of staff able to teach through the medium of Welsh and contracts with teaching through the medium of Welsh have not yet been sought.

	Per cent of records with information not yet sought					Number of institutions with records for which 'information not yet sought'				
	2006/07	2007/08	2008/09	2009/10	2010/11	2006/07	2007/08	2008/09	2009/10	2010/11
Staff able to teach through the medium of Welsh (Persons)	5.5	7.9	5.5	5.2	5.5	9	9	8	8	8
medium of Welsh (Contracts)	1.8	2.2	2.3	1.7	1.8	7	7	6	6	6

Source: HESA

5.4 Timeliness and Punctuality

HESA collected student enrolment and staff data for the 2010/11 academic year between August and October 2011. They produced their own HE Student Enrolment and Qualifications Obtained at Higher Education Institutions release in January 2012 and released their latest Staff in Higher Education Institutions publication in March 2012. The timing of the publication of this bulletin takes into account the period needed to make changes to the content and format to meet UK Statistics Authority requirements and recommendations.

5.5 Accessibility and Clarity

This statistical bulletin is pre-announced and then published on the Statistics section of the Welsh Government website.

Previously this bulletin was accompanied by more detailed tables on StatsWales, a free to use service that allows visitors to view, manipulate, create and download data. However due to discontinuity of the data, this has been removed as a temporary measure. A revised table will be published in due course.

5.6 Comparability

Owing to the nature of this bulletin, there are no comparable statistics produced for other countries within the UK.

5.7 Quality Management

In 2011 Knowledge and Analytical Services within WG published a Statistical Quality Management Strategy, which describes our strategic objectives for quality and how we implement them. It also covers our commitment to ensure that our statistics are fit for purpose, use appropriate processes and transparent methods and that the factual and presentational quality meets the requirement of our users. The full strategy can be found via the following link:

<http://new.wales.gov.uk/topics/statistics/about/compliance/statisticsquality/?lang=en>

Annex A

Table X1: Welsh domiciled students with ability to speak Welsh by institution, 2010/11

Since the 2004/05 academic year information on the ability in the Welsh language of Welsh domiciled students at Welsh HEIs has been collected. The data are based on the students' self-reporting. Data quality across institutions is variable with a few institutions having a large number of unknown records. Overall the rate of unknowns has fallen in 2010/11 (5.2 per cent) compared with 2009/10 (5.4 per cent) and 2008/09 (8.6 per cent). However, the data should not be used for any meaningful analyses or as a baseline for future progress. They are included in this Annex for completeness only with a view to future improvements in data quality.

	Fluent Welsh speaker	Welsh speaker not fluent	Not Welsh speaker	Not Known	All
Number					
Bangor University	1,780	720	1,760	585	4,845
Glyndŵr University (a)	480	970	2,270	85	3,810
Aberystwyth University	1,125	775	2,660	130	4,690
University of Wales, Trinity Saint David (c)	1,360	540	1,280	280	3,465
Swansea University	1,240	1,005	5,460	500	8,200
Swansea Metropolitan (b)	425	1,350	2,290	280	4,345
University of Glamorgan	1,350	1,495	10,350	395	13,590
Cardiff Metropolitan University (d)	820	540	4,280	210	5,845
Cardiff University	1,540	1,395	7,965	1,015	11,915
The University of Wales, Newport	470	825	6,175	50	7,520
All	10,585	9,615	44,485	3,530	68,220
	Fluent Welsh speaker	Welsh speaker not fluent	Not Welsh speaker	Not Known	All
Per cent					
Bangor University	36.8	14.9	36.3	12.1	100.0
Glyndŵr University (a)	12.6	25.5	59.6	2.3	100.0
Aberystwyth University	24.0	16.5	56.8	2.8	100.0
University of Wales, Trinity Saint David (c)	39.2	15.7	37.0	8.1	100.0
Swansea University	15.1	12.3	66.6	6.1	100.0
Swansea Metropolitan (b)	9.8	31.1	52.7	6.4	100.0
University of Glamorgan	9.9	11.0	76.2	2.9	100.0
Cardiff Metropolitan University (d)	14.0	9.2	73.2	3.6	100.0
Cardiff University	12.9	11.7	66.8	8.5	100.0
The University of Wales, Newport	6.2	11.0	82.1	0.7	100.0
All	15.5	14.1	65.2	5.2	100.0

Source: HESA

(a) North East Wales Institute of Higher Education became Glyndŵr University in 2008.

(b) Swansea Institute became Swansea Metropolitan in 2008.

(c) The University of Wales, Lampeter and Trinity College Camarthen merged in 2010 to form the University of Wales, Trinity Saint David.

(d) The University of Wales Institute Cardiff became Cardiff Metropolitan University in 2010.